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AUTHOR	Todd, Ronald D.; Todd, Karen Pritchett
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ABSTRACT

The Career Development and Technology Program will help elementary school children examine various occupations, the world of work, technology, and their own interest and abilities in relation to possible career directions. Specifically it will: (1) provide learning activities that engage the learner in experiences suited to his interests, (2) interrelate areas through jobs and activities that cross disciplines, (3) help pupils develop an understanding of self, technology, and the world of work, and (4) provide a foundation for later study of technology and continued career exploration. The materials will be packaged so that they can be used in spontaneous as well as planned activities. A Technology Resource Kit contains a variety of games, simulation and reading materials, role playing props, tools, and construction materials. It is anticipated that the student will develop in the following way: (1) The elementary child will look at the basic elements of "man and things," (2) The middle grades students will gain an understanding of self and the dimension of "products and services," and (3) The high school student will gain information necessary to develop a career plan. (Author/GEB)

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A PROSPECTUS FOR THE DEVELOPMENT OF A CAREER-DEVELOPMENT AND TECHNOLOGY PROGRAM FOR ELEMENTARY SCHOOL CHILDREN

Ronald D. Todd

and

Karen Pritchett Todd

The Institute for the Study of Technology in Education
Case Western Reserve University
Department of Education
Cleveland, Ohio 44106

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This paper describes the Career Development and Technology Program that will be generated in order to help elementary school children examine various occupations, the world of work, technology, and their own interests and abilities in relation to possible career directions. This program is intended to provide the foundation for later study of technology and continued career exploration at the secondary level. It is also designed to provide activities that give real-life orientation to some of the subjects currently studied in the elementary school.

The major contributions of the program may be viewed as:

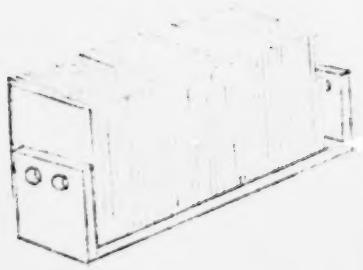
1. Providing learning activities that are enjoyable and engage the active response of the learner in experiences suited to his interests.

2. Interrelating subject areas through jobs and activities that cross disciplines.

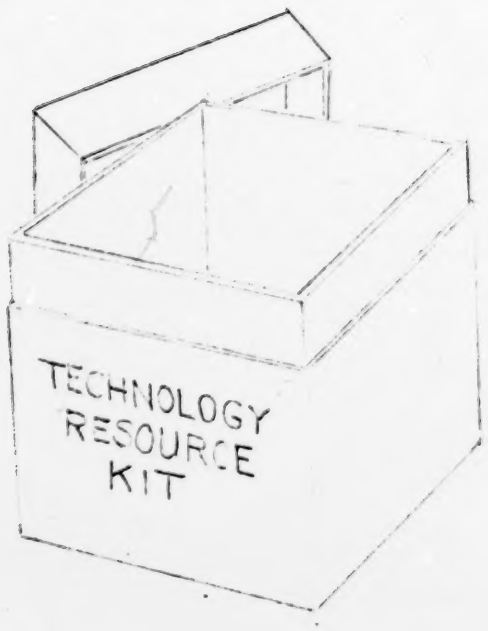
3. Providing pupils with experiences that will develop their understanding of self, technology, and the world of work.

The materials included in the Career Development and Technology Program are of several different forms. These materials will be packaged in such a way to allow the students and the teacher to use them in spontaneous as well as planned activities. A graphic display of the program materials is shown in the diagram below.

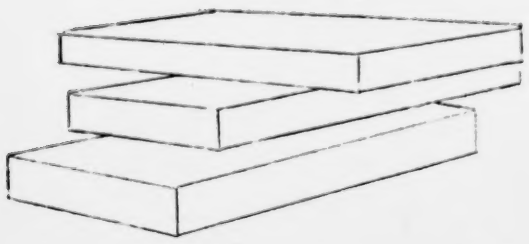
The Technology Resource Kit houses the various components and materials of the program. The Kit contains a variety of games, simulation and reading materials, and role playing props. There are also included a number of tools and construction materials that the children can use in setting the stage for some of the activities supported by the Kit. In

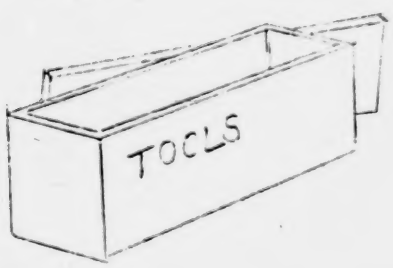


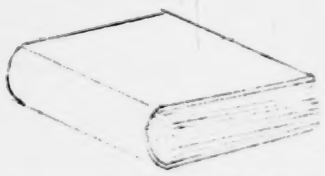
Reading Series



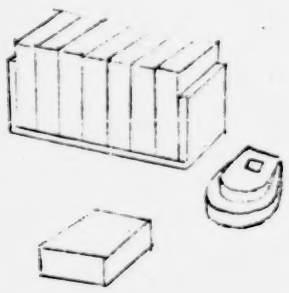
Packages of games, toys, simulations and role playing props



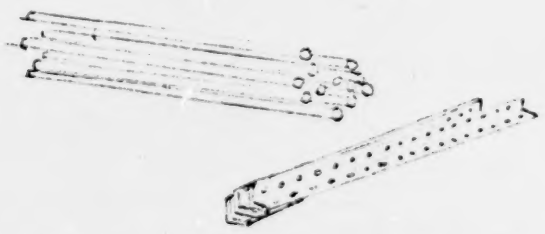




Instruction Notebook



Film Loops



Construction Materials

addition a starter set of instructions that can be expanded by the teacher or the development group is included.

The materials included in the Program and described above are based on a number of major themes.

These include the following:

1. Pupils will categorize the work of individuals around them in terms of whether the individual works with people or things.

2. The people-thing continuum will serve as the child's model of the world of work until the student has added the concept of products and services. At that time his model will be expanded.

3. Each occupation represented in the Kit for the primary grades will utilize at least three different media, (e.g. reading, role playing, and simulation). Each topic will be presented in print form. The level of learning carried by each media will vary.

4. An additional book for each occupation will be written at the 5/6 grade level to provide in-depth consideration of that job and its related activities.

5. Occupations, represented by titles of the books shown on pages 8-9, will be clustered to assist the pupils in understanding the concept of the world of work.

6. Introductory story books will be written about the places where people work. These stories will coincide with other materials included in the Kit and the child's study in other subject areas.

The overarching goals of the Career Development and Technology Program are:

1. To provide subject matter for students to read that has a sense of the "real".

2. To provide a latitude of materials to help learning become a cooperative venture between teacher and pupil.

3. To encourage the translation of information about people and jobs into talk, play, and work.

4. To assist pupils in gaining a functional concept or model of the world of work.

5. To develop the understanding and appreciation of the interdependence of man, society, and technology.

More specific objectives of the program would include the following:

Primary Grades. The learner:

1. Given pictures of goods, tools, garments will be able to identify which goes with each occupation on a given list.

2. Will identify labels as applying to jobs or occupations, rather than as people (you may want to decide on important or easily identified occupations such as the following: engineer, father, doctor, fireman, actor, etc.).

3. Given a list of occupations, will locate them at one end of the continuum (man-objects or products-services).

4. Given pairs of occupations, will describe two or more jobs that distinguish the two.

5. When role playing, will change behavior appropriately as the role assignment changes (appropriate means showing dominant, distinguishing characteristics of that role as opposed to another).

6. Given a list of occupations, will describe ways his (the pupil's) life would be changed if there were no people carrying out these jobs. Will also describe contributions of these workers to his own life.

7. Will describe ways in which a given occupation has changed in the past.

8. Will identify ways in which each person does a given job in a slightly different manner.

Intermediate Grades. The learner:

1. Will extend his growth on primary level objectives as indicated by ability to perform these objectives for a greater number of (and less evident) occupations.

2. Will identify characteristics which all people possess.

3. Will identify characteristics in which people vary markedly.

4. Given a list of occupations will describe characteristics which are associated with successfully carrying out the functions of that occupation.

5. Given a list of occupations, will describe the types of skills and training required.

6. Will identify characteristics and interests needed for success in that training.

7. Will describe some of his own interests, abilities, and goals.

8. Will identify a number of occupations for which these characteristics and interests may be suited.

9. Given a list of occupations, will be able to classify them on a graded continuum (5 intervals) man-information-objects; products-data-services.
(Secondary level--on 2 continuums at a time)

10. In a role playing situation, can appropriately act out the training procedures and jobs and makes appropriate statements about interests and characteristics.

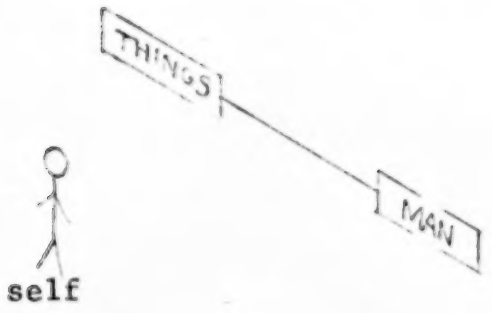
The materials included in the Career Development and Technology Program may be used in many different ways. Some examples of how these materials might be used follow.

In an art activity, child "A" draws or paints a picture of a structure. (Bridge, building, airplane, etc.) The teacher asks the child to tell her what it is. Together they write a simple word story, "This Is a Bridge". The teacher asks, "Who builds bridges?" or shows the pupil the books "So You Want To Be An Engineer?". The pupil can choose the book that matches his level of reading or the teacher may challenge him to read one level and then perhaps the next level.

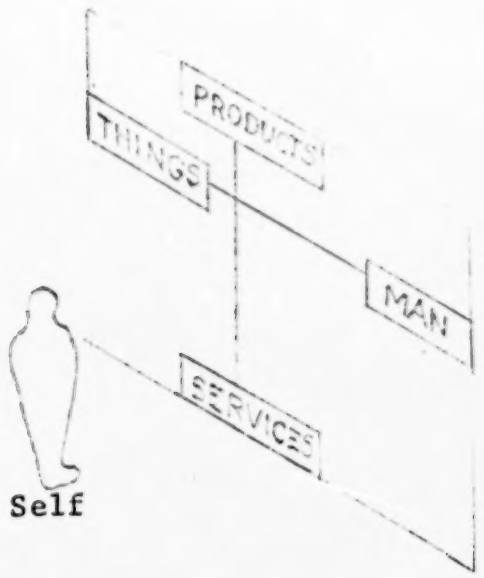
In social science when the children study about farms or industry, they may use the story book approach, "A Trip to the Farm", etc. From this series and books already written along that theme, the pupils may go on to read about the people represented on the "trip".

It is anticipated that the program materials will assist the student to evolve a progressively more complete view of self, technology, and the world of work. This developmental process is shown graphically below.

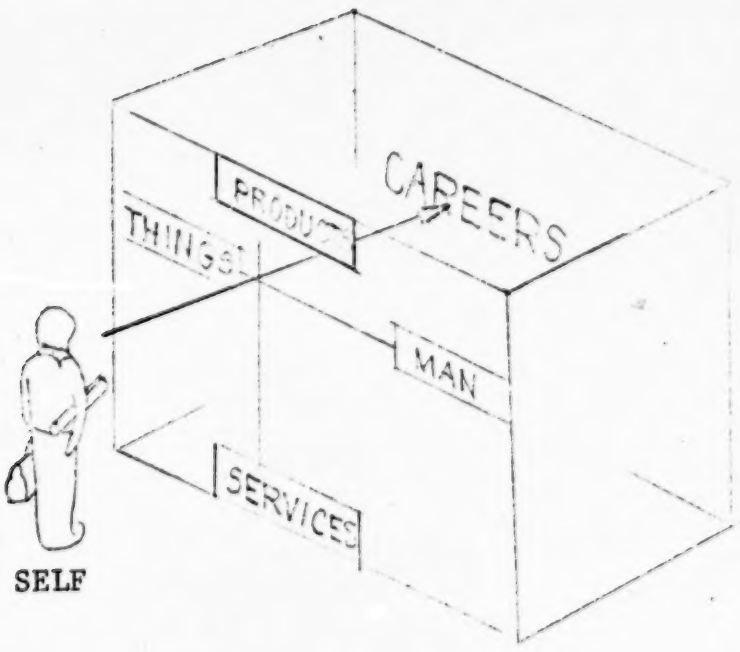
The elementary child will look at the World of Work in terms of the basic elements of Man and Things.
(a simple way to categorize all jobs)



The middle grades student through activities will gain an understanding and appreciation of "Self" and the added dimension of products - services.
(which define job functions)



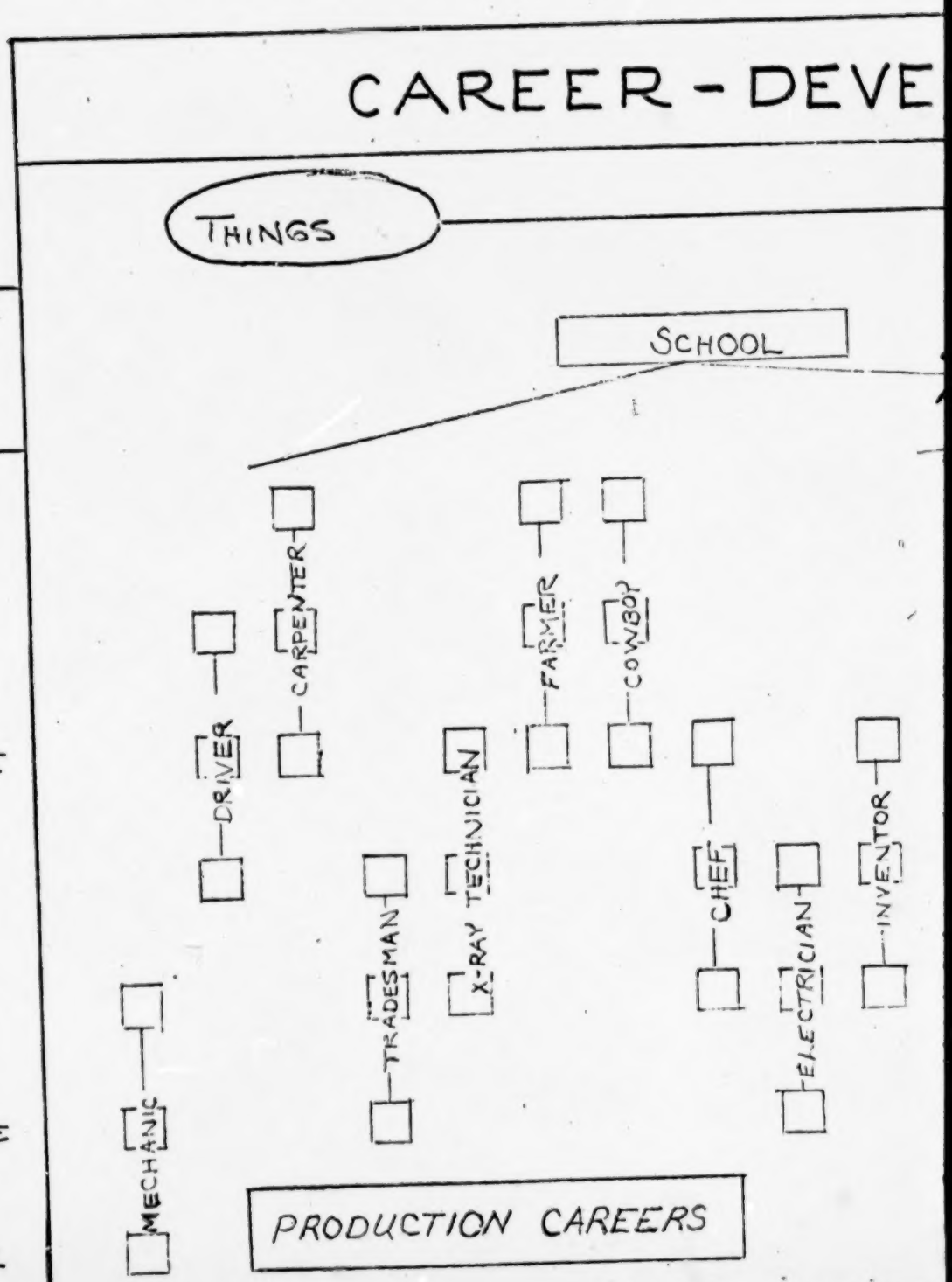
The high school student will gain understanding and appreciation of the technological world to enable him to develop a Career Plan.
(entree skills, attitudes, directions)



THE DEVELOPMENT OF A CHILD'S VIEW OF THE "WORLD OF WORK"

An overview of some of the topics and occupations that will be included in the Program are shown on the following pages.

	"A TRIP TO THE ___" SERIES
K	FARM STORE SCHOOL
1	ZOO AIRPORT MOON
2	HOSPITAL NORTH POLE
3	CAPITOL DAIRY BANK
4	TV STATION FACTORY
5	NEWSPAPER THEATRE
6	OFFICE CITY HALL



DEVELOPMENT AND TECHNOLOGY PR

CONTINUUM

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"SO YOU WANT TO BE A _____"
SERIES

HOME

ELECTRICIAN
INVENTOR
ENGINEER
PRINTER
DRAFTSMAN
SECRETARY
ADVERTISER
COMPUTER OPERATOR
PHOTOGRAPHER
PILOT
SURVEYOR
EXPLORER
ARTIST
DESIGNER
WRITER
ARCHITECT
MANAGER
SALESMAN
PERFORMER

COMMUNICATION CAREERS

AND TECHNOLOGY PROGRAM

HOME

MAN

CAREERS

PILOT

SURVEYOR

EXPLORER

ARTIST

DESIGNER

WRITER

ARCHITECT

MANAGER

SALESMAN

PERFORMER

SERVICE CAREERS

POLICEMAN

FIREMAN

SOCIAL WORKER

DOCTOR

REPAIRMAN

TEACHER

MINISTER

STATESMAN